**AIED presentation background report:**

**Kahoot!360 and AI in Corporate Learning: Best Practices in AI Literacy, in AI for Education**

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Kahoot! is a popular online, interactive tool using gamification of quizzes and polls to increase engagement during in-person or remote classes. Kahoot is used by over 8 million educators from kindergarten to higher education and has recently segued into the corporate training market with [Kahoot! 360](https://create.kahoot.it/) (Kahoot, n.d.). Starting in 2023, Kahoot integrated AI into the educational technology. The AI system has several components: users can deploy it to generate quizzes, polls, and presentations by searching ChatGPT by topic, by synthesizing information from Wikipedia, or by uploading a URL, a PDF document, or Google/Powerpoint slides. Kahoot can customize games or presentations in 58 languages according to tone of voice and a specified skill level.

**Briefly describe a context in which this educational tool would be most useful**

I would like to examine how Kahoot can be integrated into instructional design in corporate learning. The new AI features of Kahoot!360 are intended to increase efficiency for learning and development professionals. This meshes with Gerlich’s (2025) finding that “AI tools can automate routine and complex tasks, thereby reducing cognitive load and freeing up cognitive resources for higher-order thinking” (p. 4). In addition to quiz and poll generation, Kahoot’s brainstorming function uses AI to cluster information into themes and priorities thus creating a visualization of the ideas presented and an easier way to process the information. On the downside, a proliferation of AI tools can also lead to cognitive offloading and a reduction in critical thinking capabilities, as users rely more heavily on automation and AI for idea generation (Gerlich, 2025).

The gamification aspect of Kahoot aims to increase user participation in the learning process by facilitating engagement and social connectivity. Bloomberg (2021) notes that technologies like Kahoot “… can be used to effectively create and deliver content, enhance instructor presence, communicate, and facilitate learner-to-learner interaction” (p.58). Knowles’ andragogy suggests that adult learning – as distinct from the way a child learns – is based on a more active, self-directed learning process building on life experiences (Bloomberg, 2021, p.55). This alignes with the objectives of corporate training. However, other researchers disagree that adults learn differently from children and andragogy later came under scrutiny for both methodological reasons as well as concern that Knowles did not properly consider the Latin meanings of andragogy and pedagogy and thus misrepresented their original intentions (Holmes & Abington-Cooper, 2000). Holmes and Abington-Cooper (2000) go on to question whether andragogy offers benefits beyond a traditional conceptualization of learning theories using pedagogical approaches. An understanding of the learning theories supporting Kahoot, therefore, is perhaps better explained by the importance of social interactions in co-constructing knowledge and interaction between learners (Lulee, 2010; Singh et al, 2019). Indeed, much of the literature examining Kahoot focuses on the impact of increased social engagement on learning and retention.

**Biases, ethics and inclusion in AI**

The responsible use of AI functions in Kahoot require that instructors and teachers understand how AI generates questions and answers along with the inherent potential for biases to creep into lessons. When users upload Power Point/Google slides, internal documents or URLs into Kahoot, the AI system will draw on the defined content of those resources to synthesize questions and responses. However, when asking Kahoot to generate polls and quizzes on a topic, the app will draw on ChatGPT, a large language model (LLM) with access to billions of sources of materials, the provenance of which is often unknown. Murati (2023), for example, explains how LLMs trained on all information on the internet use prediction to suggest appropriate text to respond to prompts – the AI system does not know if an answer is right or wrong. Dignum (2021) reflects that people create, develop and use AI systems and need to take responsibility to ensure that they are not only factually accurate, but also free of any socially constructed biases around race, gender, or ability.

The ethical implications of ChatGPT and other LLMs are well documented. To ensure that teaching materials are accurate and bias-free, AI literacy is a vital skill enabling instructors and teachers to critically assess information. Long (2020) states that “AI literacy is a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.” The UNESCO *AI Competency Framework for Teachers* (Miao & Çukurova, 2024) focuses on the importance of human-centered AI usage as a cornerstone of AI literacy. The framework supports a curriculum for teachers and instructors with progressively advanced understandings starting with acquiring skills around human agency, then moving on to deeper understanding of human accountability and lastly, social responsibility when creating lessons with AI tools (Miao & Çukurova, 2024). AI-generated Kahoots! would clearly need human oversight to ensure that information meets ethical standards. In the context of corporate training, that would mean that L&D professionals would need to review all usages of AI-generated Kahoots as a quality-check process. At the same time, learners themselves must also possess the critical thinking skills, knowledge around AI development and capacity to question materials (Miao et al, 2024).

Similarly, in addition to a human-focus, the AI-pedagogy Miao and Cukurova (2024) propose is based on a range of skills trainers or instructors need to be AI literate. These skills progress from AI-assisted teaching to AI-pedagogy integration to AI-enhanced pedagogical transformation. To fully understand the implications of Kahoot’s AI component In the first instance, AI-assisted teaching would require trainers to “demonstrate familiarity with the use of basic instructional design methods to guide decisions on whether and when to use AI” (p. 31). Then, they would need to critically examine any ethical implications (i.e.: do the Kahoots exhibit racial bias?), appropriateness of the tool, and any advantages to using it. Finally, at the deepest level, trainers’ understanding should comprise objectives like ability to co-create AI tools that are culturally relevant, design learning for higher-order thinking, and streamline the use of AI for administrative tasks.

**Privacy, data collection, and security**

As schools and businesses adopt Kahoot’s new AI-infused tools, the privacy and security of user data should be at the forefront of decision making. But what do we mean by privacy? Walsh et al (2019) suggest that “There is no single or conclusive definition of privacy. It encompasses many connected but different ideas, including secrecy, confidentiality, freedom from surveillance, and having control over one’s own personal information” (p.168). Furthermore, the data AI systems use to generate answers in LLMs and personalized learning apps come from the users themselves. Dignum (2021) argues that all individuals have the right to keep their information private (affective privacy) but AI systems like ChatGPT are built on user data. Users should know how their personal information will be harnessed to train further iterations of AI systems and which individuals or enterprises will have access to the information that they supply when signing up to the service, but also in participating in assessments and other gamified tools. As Dignum writes: “From an education perspective, a pressing question is how to ensure the knowledge and skills to develop and deploy AI systems that align with fundamental human principles and values, and with our legal system, and that serve the common good” (p. 8).

Kahoot’s privacy policy has changed over the years to account for student data protection and compliance with international General Data Protection Regulation (GDPR). In January 2024, Kahoot transitioned from being a publicly held company, to private equity ownership by Goldman Sachs Asset Management (a US investment bank), General Atlantic (a US-based private equity company focused on sustainability), KIRKBI (the main shareholder of the LEGO group) and Glitrafjord (an Oslo-based investment vehicle controlled by Kahoot’s CEO) (Google Gemini, 2025). Corporate priorities can distort the objectives of educational technologies as incentives segue from the learner to profit maximization which, as Winthrop (2025) points out, is one of the issues important to get right when considering AI literacy and the integration of AI technologies in schools or other learning environments. Yet, despite changes to its ownership structure, Kahoot continues to support strong privacy rules for its students as exemplified by the Common Sense Privacy Seal it was awarded in April 2025 (Common Sense, 2025). This certification recognizes Kahoot’s compliance with “best practices” across seven dimensions of privacy: “personal information is not sold or rented to third parties; personal information is not shared for third-party marketing; personalized advertising is not displayed; data are not collected by third-parties for their own purposes; user's information is not used to track and target advertisements on other third-party websites or services; and data profiles are not created and used for personalized advertisements” (Common Sense, 2025).

**Explainability, fairness, and transparency**

Explainability for AI systems (XAI) requires that AI inform the user of the provenance of its suggestions – or as Ribera and Lapedriza (2019) suggest, the why, what and how of its answers in a way that is appropriate for the user’s knowledge and context. While there are different models of explainability based on different perspectives of the position of the user, the overall aim is to ensure that the AI system is human-centered (this is also in-line with UNESCO’s recommendations) and takes into account not only the product (the explanation itself), but also the cognitive and social processes used to obtain it (Khosravi et al, 2022, Miller, 2019). Transparency is also a key part of XAI. Shafik (2024) discovered that “When individuals can recognize the thinking behind AI-generated suggestions, they are more likely to depend on and count on these systems to sustain their discovery and training efforts” (p.20). This is even more important in the case of adaptive learning techniques when the machine offers suggestions or guidance for different answers – the answer is more trustworthy when the process is clear (Shafik, 2024, p.23). In other words, by providing an explanation of the cognitive processes used to source information and offering a transparent view on the provenance of information, XAI aims to increase transparency, fairness, and inclusion while reducing biases (or making users aware of biases built into the AI tools).

There are steps Kahoot can take to improve the explainability of its AI system. Detailed performance reports indicate that Kahoot already show student performance on individual questions, but enhancing these reports to explain why students struggled with certain questions could be beneficial. Kahoot should take the following measures to enhance XAI on its platform:

* “Question Explanations: When AI is used to generate questions or provide feedback, explaining the reasoning behind the generated content can improve understanding.
* Clearer Explanations for AI Features: Providing clear explanations of how AI features in the platform work and what they are intended to achieve would enhance trust and understanding among users.
* Accessibility Features: Ensure that explanations are accessible to all learners, including those using assistive technologies” (Google Gemini, 2025).

**Definitions of AI-related terms**

**ChatGPT:** A super-powered assistant developed by OpenAI to gather data for generating answers to prompts. It uses natural language processing to supply answers in conversational format but often remixes sources making it difficult to know the provenance of the data. ChatGPT uses prediction based on its training data and data culled from the internet. The current model is ChatGPT-4 (Common Sense for Families, 2023; Mollick, 2024; Zwingmann, 2023).

**Cognitive offloading:** Overreliance on AI to manage thinking tasks like writing essays, analyzing data, and assessing medical diagnostic tools (Gerlich, 2025).

**Gamification:** Game-based elements promoting teamwork and/or competition among learners to improve engagement and social presence. AI can analyze progress and preferences (Mårell-Olsson, 2021).

**GDPR:** General Data Protection Regulation is the EU’s data protection law giving individuals greater control over their personal data, subject rights, while regulating principles on data processing with provisions for impact and enforcement (Google Gemini, 2025).

**Generative AI:** A branch of deep learning using statistical patterns and predictions (Zwingmann, 2023).

**GPT:** Generative Pre-Trained Transformers. A type of LLM used to generate original content. (Zwingmann, 2023).

**Explainability in AI (XAI):** Explainability aims to improve the transparency, interpretability, trust, fairness, and accountability of AI systems by providing users with explanations and verifications of the sources of its answers (the product) as well as the social and cognitive processes it used to generate that answer (Ribera and Lapedriza, 2019; Miller, 2019; Walsh et al, 2019).

**Fairness:** A global paradigm which measures how AI responses take into account biases and inclusivity. There are different statistical methods for measuring fairness and the end result is optimized towards an agreed definition of who needs greater protection (Walsh et al, 2019).

**Large Language Models (LLM):** LLMs are based on billions of data points which the computer than uses to predict responses to prompts and questions. Their answers are based on word and pattern recognition. Kahoot uses LLMs to cluster brainstorming ideas generate stories, quizzes and polls (Murati, 2025; Zwingmann, 2023).

**Machine Learning:** A statistical approach to AI about teaching machines/computers to learn. Computers can then perform tasks on which they have been trained (AIlabs, n.d.).

**Natural Language Processing:** A system that enables humans to interact with the AI system using speech or text (AIlabs, n.d.).

**Personalized / Adaptive Learning:** Learning tools that adapt to the learners’ knowledge level (Pratama et al, 2023).

**Literature Review of Kahoot as a gamification tool**

Gamification of learning is increasingly becoming an important part of online learning delivery as educators seek to increase social presence, learner engagement, and motivation. Defined as a “method used to apply game elements to non-game contexts” (Deterding et al, 2011 cited in Orhan Goksun & Gursoy, 2019) gamification adds a fun element without sacrificing curriculum and factual learning needs. An integrated AI system further personalizes learning and provides immediate feedback (to learners and educators) while offloading some administrative aspects of course creation and design.

Kahoot is a well-established online gamification tool created in 2013 which has been very popular in schools across education levels and subjects. In 2021 the company launched Kahoot 360 to address learning needs in corporate training. Two years later, they rolled out AI-generated game applications to increase efficiencies in creating the popular quiz and polling games. A wide body of literature exists evaluating the impact and effectiveness of Kahoot in school settings. However, given the relative novelty of the app in corporate training there has been less evaluation of impact in this space. As a result, this review will focus on research of Kahoot in general.

The literature notes that Kahoot has a positive impact on learner engagement and academic achievement. Research shows that as learners feel more connected to their peers and their instructor their level of engagement in a class improves. Kreijins et al (2013) explain this phenomenon through an analysis of social presence which they say must be stimulated, not just enabled. Creating a sense of community or “social space” where other learners feel “real” is a key part of this online learning. Kreijins et al (2013), writing about computer-supported collaborative learning, go on to note that,

“People on the net are not only solitary information processors but also social beings. They are not only looking for information; they are also looking for affiliation, support and affirmation. Thinking of people on the net as social actors evokes a metaphor of a gathering. Behaviors appropriate at the gathering include chatting, discussing, arguing, and confiding. People go to a gathering to find others with common interests and talk with or listen to them. When they find a gathering they like, they return to it again and again” (p.231).

Twelve years after Kreijins et al’s (2013) paper, gamification is an important part of creating social presence and social spaces for learning. Gamification can increase the fun factor and boost learner engagement (Marell-Olsson, 2021; Nieto-Escamez & Roldan-Tapia, 2021; Ozdemir, 2025). Studies examining Kahoot posit that its gamification model enhances participation, achievement and motivation (Bloomberg, 2021; Cano Montero et al, 2019; Glazier, 2021; Nastase & Popescu, 2024; Orhan Goksun & Gursoy, 2019). It also performs better than other, similar gamified learning tools such as Quizziz (Orhan Goksun & Gursoy, 2019).

In addition, the personalized aspect of Kahoot meshes well with modern learning theories like constructivism which suggest that individuals learn better when they can take control of their own experiences (Pratama, et al. 2023). Kahoot users, for example, can redo quiz questions they missed thus facilitating their own educational experience. The instant feedback Kahoot provides learners and educators can be helpful in creating a more personalized experience (Orhan Goksun & Gursoy, 2019).

The new AI component of Kahoot360 which enables trainers to create “Kahoots” (quizzes, polls and presentations) by sourcing information from ChatGPT and Wikipedia as well as URLs or PDFs, has ethical implications. To evaluate problems as they arise it is important that course creators have the AI literacy and awareness to address discrepancies. Dignum (2021) notes the importance of societal values as AI becomes more integrated into our lives. Human wellbeing is something that must be respected and must take precedence over private sector interests. It is crucial that the process remain human-centered, as explained in UNESCO’s AI Competency Framework for Teachers (Miao, & Çukurova, 2024). This is because the AI system may mix up information, produce hallucinations or present quiz questions in a way that is not inclusive or respectful of diversity. Given that Kahoot is now owned by private equity interests, users must stay apprised of new development and aware of ethical usage of AI within the app.

**Personal interest in Kahoot!**

I am interested in learning more about the instructional design process and the tools that course creators use to make corporate training more engaging. Busy professionals have little time to devote to professional development, so learning new aspects of their business must be seen as both fun and useful. I think that Kahoot seems like a very flexible tool that can be deployed using adult learning principles and integrated into corporate LMSs.

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